DOCUMENT RESUME

ED 163 582 EA 011 056

AUTHOR Stanley, Hilbert Dennis
TITLE Rockefeller Foundation Program for Training Minority-Group School Administrators at the Superintendent Level: Perceptions of Skills and Value.
PUB DATE Jun 78
NOTE 22p.; Paper presented at the Canadian School Trustees' Association Congress on Education (1st, Toronto, Ontario, June 17-21, 1978); Bibliography may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Administrative Personnel; Administrator Education; *Administrator Qualifications; Administrator Role; Educational Research; Higher Education; *Internship Programs; *Minority Groups; *Program Evaluation; Questionnaires; *School Superintendents; Skills

ABSTRACT

The focus of this descriptive study was on the perceptions of participants in a program for Training Minority-Group School Administrators at the Superintendent Level (STP). The purpose of the study was to identify those administrative skills that program participants perceived to have developed; to identify some opinions of the value of the STP and its components; and to make recommendations for further use of the internship as a means of improving the preparation of minority-group school administrators for positions of increased responsibility. The data were collected by use of a 76-item questionnaire. The results of the study show participants strongly support the internship concept. The skills developed and benefits derived from the STP would tend to justify its expanded use in the training of minority administrators for a wide range of top level administrative and leadership positions in school systems. The study reports that a cadre of 65 minority-group administrators located throughout the United States has been trained for upward mobility to positions of increased responsibility in school systems. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163582

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ROCKEFELLER FOUNDATION PROGRAM FOR TRAINING MINORITY-GROUP SCHOOL ADMINISTRATORS AT THE SUPERINTENDENT LEVEL: PERCEPTIONS OF SKILLS AND VALUE

BY

HILBERT DENNIS STANLEY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H.D. Stanley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EA 011 056

©Copyright by Hilbert D. Stanley

ALL RIGHTS RESERVED

ROCKEFELLER FOUNDATION PROGRAM FOR TRAINING MINORITY-GROUP SCHOOL ADMINISTRATORS AT THE SUPERINTENDENT LEVEL: PERCEPTIONS OF SKILLS AND VALUE

The results of a study completed at Wayne State University, College of Education, Detroit, Michigan have produced some findings which have implications for the training of minority-group school administrators for upward mobility in urban school systems. As Colleges of Education, faced with declining enrollments, and school districts, faced with decreasing funds, project training directions, this study may provide some viable approaches. The study was specific in its design, however the findings support the notion that the training of minority-group school administrators for top echelon positions in urban school systems has some rather serious gaps.

The Rockefeller Foundation Program for Training Minority-Group School Administrators at the Superintendent Level was one program instituted to hasten the promotional opportunities of minorities and women. This program, referred to as the Superintendent Training Program (STP), was the vehicle for examining the nature and effectiveness of one minority-group administrative training program.

The focus of this descriptive study was on the perceptions of participants in the Superintendent Training Program. The purpose of the study was:

1. To describe the Rockefeller Foundation's Program for Training Minority-Group School Administrators at the Superintendent Level (STP).
2. To identify those administrative skills which program participants perceived to have developed as a result of the intern-

ship experience.

3. To identify some opinions of the value of the STP and its components.
4. To make recommendations for further use of the internship as a means of improving the preparation of minority-group administrators for positions of increased responsibility.

The data on which the study is based were collected by use of an original data-gathering questionnaire. The questionnaire contained seventy-six items. A review of the literature produced an extensive list of desirable skills for the Superintendency. This extensive list was consolidated with the resultant production of a list of twenty-nine skills. The questionnaire also contained a number of items related to various components of the Superintendent Training Program (STP). Participants were asked to respond as to their perception of the value of these components. The questionnaire was divided into the following sections:

1. Personal information questions
2. Questions regarding perceptions of skills developed by participants
3. Questions regarding perceptions of values of the STP

A study of the data collected in this study provided the basis for several conclusions. This study strongly supports the concept and organization of the STP. Participants were overwhelming in their agreement that positive training benefits were a result of program participation. The skills included in the study were in the majority of cases enhanced by program participation. Of the twenty-nine skills for the Superintendency included, all were perceived by participants to have been developed or sharpened except in four areas where significant numbers of participants disagreed that the intership had contributed to growth in those areas.

Participants made the following suggestions regarding the program:

1. That the program be extended to a two year internship rather than one year.
2. That a placement component be added to the STP.
3. Increased efforts be made to maintain a communication network and more effective floow-up with STP participants.

The major findings of this study were as follows:

1. Respondents disagreed that serving in one internship site had increased advantages, while they agreed that two sites were desirable.
2. The preparation of Superintendents should include at least one year of internship training.
3. STP participants agreed with the following statements:
   a) Internship experiences should be a part of the preparation of Superintendents in order to decrease parochialism.
   b) Preparation programs for Superintendents should include a balanced program of university course work which stresses the science of educational leadership and an internship which stresses the art of educational leadership.
   c) The STP experience closes the gap between "theory and practice" of educational administration and leadership.
   d) The STP contained sufficient structure and organization.
   e) Success in the STP is highly dependent upon the motivation of the intern.
4. Respondents disagreed that the total program for the preparation of Superintendents should be administered by accredited University Colleges of Education.
5. The separation of the internship from university educational leadership programs is advantageous.

6. STP participants indicated the following skills had been developed during the internship expereince:

   a) developing authority
   b) looking for alternatives
   c) communicating effectively
   d) organizaing tasks
   e) coordinating a total educational effort
   f) setting appropriate goals with others
   g) managing time
   h) keeping abreast of innovations and trends in the profession
   i) developing a background in educational or school finance
   j) developing a background in collective negotiations and arbitration
   k) developing ability to initiate change
   l) working in the area of conflict management
   m) understanding the politics of education and of the Superintendency

One hundred percent of the STP participants agreed that they developed the skill of understanding the politics of education and of the Superintendency.

7. More than twenty percent of the STP respondents felt that the internship experience had no effect on development of the following skills or disagreed that the STP had contributed to the particular skill being developed:

   a) establishing effective public relations programs
   b) working with appropriate professional organizations
   c) developing a background in school law
   d) developing a background in educational research and develop-

ment

e) implementing viable human relations programs

f) developing a background in business management

g) coordinating and instituting effective staff development programs

h) learning capabilities and uses of the computer in educational administration and management

i) establishing effective communication networks with other urban school systems

j) seeking funding from a variety of sources to support educational programs

9. The respondents agreed with the following statements:

a) University credit should be awarded for participation in the STP.

b) The independently funded internship program is superior to university internship programs.

c) A major advantage of the STP is the availability and utilization of National consultants.

d) Mid-year and end of year conferences are valuable components of the STP.

e) Attendance at National Conferences of professional educational organizations is a valuable component of the STP.

f) Professional relationships developed during the STP are valuable in assisting in obtaining promotions and increased responsibility.

g) The STP is a valuable learning experience in the preparation of administrators for a wide range of high level staff assignments in addition to the Superintendency.

h) Participation in the STP assisted in improving participant performance as educational administrators.

The data collected in this study indicate that those selected for the STP possessed the following characteristics:

1. At the time of selection for the STP, sixty-five percent of the minority-group administrators were between thirty-five and forty-four years of age.
2. Seventy-five percent of those selected for the STP were male administrators.
3. At the time of selection for STP, twenty-six percent of the participants came from districts of less than 20,000 students and thirty-six percent came from districts of 100,000 or more students.

These data appear to indicate the selection process was in accord with the "typical" characteristics of the American School Superintendency. The STP selected participants with characteristics similar to those contained in a previously conducted AASA study except for minority racial background.

There was a preference for males as participants in the program. Only 11% of the participants were female while their representation in the U.S. population is close to 50%. The representation of females in the educational profession is even higher than in the U.S. population.

Sixty percent of those administrators who served in the STP are now over the age of forty years. Less than eleven percent of the participants are over fifty years. Fifty-one percent of the STP participants possess the doctoral degree. All other participants possessed a Master's Degree.

Of the twenty-nine skills identified as being desirable for a Superintendent to possess, those participating in the study perceived that these

skills had been developed or sharpened during the STP. The responses of participants indicated the following skills were influenced to a lesser degree by the STP:

1. Developing a background in research and development.
2. Implementing viable Human Relations Programs.
3. Learning capabilities and uses of the computer in educational administration and management.
4. Seeking funding from a variety of sources to support educational programs.

Recommendations of the Study

The objective of the STP was to hasten the promotion of minorities to positions as Superintendents of school systems. At the present time there exists a cadre of sixty-five minority-group adminsitrators who have participated in internship experiences in school districts throughout the United States. These internship experiences have exposed minority-group school administrators to a variety of learning opportunities at the highest administrative levels of school systems.

As a result of the conclusions enumerated in this study, the following recommendations are made:

1. A National clearinghouse for publication of background information on STP participants should be established so as to notify school districts of the names, qualifications and experiences of program graduates.
2. Careful study should be made to close the gap between those characteristics of the intern as an experienced administrator and the intern as a learner.

One must weigh the merits of internship training experiences and the preparation of minority-group school administrators for upward mobility.

> Often, the concept of internship implies that a limited number of people will be selected to participate in a particular program or set of experiences. Competition, as a method of selection involves exclusion, which, in our society, conveys a presumption of merit for those selected. This presumption is important in shaping the network of expectations impinging on an intern.[1]

There is a serious gap between the qualities which are important for an intern to possess for success in the selection process and those to be exhibited in the actual internship experience. Reports furnished by Foundation and program consultants indicate that initiative, independence, and assertiveness, are desirable traits for an intern to possess. In several cases, interns reported these traits were viewed as inappropriate and threatening to school systems.

3. There is a need to carefully examine the legal constraints which preclude the intern from full involvement and growth during the internship experience.

In spite of the fact that the STP provides a ten-month internship experience, it is important to understand that there are limitations which do occur in providing the intern with the skill development opportunities required or expected. In many cases there are legal and organizational constraints which preclude an intern getting certain kinds of experiences. If these constraints are recognized in advance, many times alternatives can be arranged. The initiative of the intern frequently will make the differences in whether the maximum number of skills will be developed or sharpened.

4. There is a need to incorporate or to facilitate the placement of STP graduates in positions of increased responsibility for upward mobility.

[1] Reni-Zoe Zivin and Martha Redden, "The Residential Administrative Internship," Planning and Changing 6 (Fall 1975-Winter 1976): 157

It is made very clear to all interns participating in the program that the STP does not have a placement component. In spite of this fact, conversations with a number of interns reveal a concern that the Foundation does not take a bigger role in placing STP graduates in roles of increased responsibility. The title, "Superintendent Training Program," for many implies ultimate appointment to a position as Superintendent. Some interns have concluded after their internship experiences, that the Superintendency was not a position to which they would now aspire. Others have been disappointed that a position as Superintendent was not obtained within a short time after completing the STP. Others have expressed disappointment that upon return to their home school district, they were not given promotions to top echelon leadership positions. There are various levels of frustration associated with completion of the STP. The focus of the program on the Superintendency may well be too narrow a focus. The experiences gained in the STP have useful applications to a wide range of educational administrative positions. It may contribute to lessening the frustration by broadening the program focus beyond that of the Superintendency. Unless one is extremely secure in his or her own profession, outcomes of the STP may create problems for those persons as they return to their school districts. The returning intern must deal with his or her own expectations, the perceptions and expectations of co-workers, staff, community and colleagues as well as the other considerations associated with upward mobility and promotional opportunities.

5. There is a need to consider expansion of the focus of the STP to include experiences and preparation for a wide range of top echelon positions other than the Superintendency.
6. There is a need for Colleges of Education and school districts to develop viable internship programs to enhance the preparation

of minority-group school administrators for upward mobility.

The kinds of experiences provided to administrators in the STP need not be limited to Foundation funded programs. It is feasible for universities and school systems to utilize many of the STP features in developing their own training programs. Training or staff development can be made more effective by incorporating internship experiences as major components of preparatory programs. Partnerships between universities and school districts can add meaningful dimensions to such training efforts. Unfortunately, such training efforts frequently are not given adequate support through budget allocations for leaves of absence, supervisory leaders and consultant service. It is suggested that as school districts examine the staff development training objectives for administrators, increasing attention be given to internship opportunities.

7. There is a need to develop mechanisms for providing meaningful experiences for interns to gain the necessary information to increase their competencies in the following areas:
   a) establishing effective public relations programs
   b) working with appropriate professional organizations
   c) developing a background in school law
   d) developing a background in educational research and development
   e) implementing viable human relations programs
   f) developing a background in business management
   g) coordinating and instituting effective staff development programs
   h) learning capabilities and uses of the computer in educational administration and management
   i) establishing effective communication networks with other

urban school systems

j) seeking funding from a variety of sources to support educational programs.

Summary

The report of perceptions by participants in the STP, strongly supports the internship concept. The skills developed and benefits derived from the STP would tend to justify its expanded use in the training of minority administrators for a wide range of top level administrative and leadership positions in school systems. Expanded use of the internship is seen as a viable program for implementation in university leadership programs as well as school district staff development programs.

Implications for Further Study

The report of this study has provided information to suggest additional studies could be undertaken. The following is a list of further research which could be undertaken:

1. A follow-up study could be done to determine the perceptions of supervising Superintendents, Foundation staff and Program Consultants on their perceptions of intern skills development.
2. A study could be conducted to examine performance assessments of interns prior to and upon completion of STP participation.
3. A study could be designed to examine the extent to which STP participants have engaged in promotional processes since completing the STP.
4. A study could be designed to examine the effectiveness of the STP in upward mobility of minority-group administrators as

compared to other training programs.

5. A study could be conducted to compare the mobility of STP participants in relation to a selected population of non-STP participants within a given period of time.
6. A study could be conducted to compare the cost effectiveness of training top level administrators through programs such as the STP with those administrators trained through other methods.

Comments

There are those who have maintained there was a lack of properly trained, experienced minority-group administrators and women for promotion to the top level positions of school systems. This may well have been a true statement. When minorities are denied access to the "inner circle" of the top echelon of school systems, success in these positions is difficult. There is more to the equal opportunity for minority-group school administrators with aspirations to the Superintendency than putting a minority person in a "white man's job." Unless the minority school administrator is exposed to the politics of education and to the bases of real power within school systems, movement into top positions is meaningless. There must be a clear understanding that equal job opportunity and affirmative action involves a great deal more than putting Black, brown, red, yellow or female faces in top positions. Unless there is adequate exposure to and a provision of organizational support to help minorities realize their full potential, success as top echelon administrators is difficult.

The internship experience provided in such programs as STP opens up the world of the Superintendency to previously forbidden eyes. It is important to recognize that even with the skills and experience, the

minority administrator is faced with increased problems of eroding organizational support. The skills of the minority school administrator with aspirations for the Superintendency must be developed in the "real world." Research has revealed the trend has been to promote minorities to dead, dying or predominately Black school districts. In such a situation, it is not enough to possess those skills which have been traditionally identified for the task, but rather, a new set of skills and skill combinations become necessary.

This study examined on a very limited basis a national foundation funded, minority training program. It is clear that those who participated in the program perceive the program as having been very helpful in terms of professional growth for its participants. The lessons taught by this program must be replicated on a grand scale, if minority-group administrators are to be promoted in significant numbers to positions of top level management in school systems.

Perhaps almost as important an outcome of the STP as the skills developed is the minute progress made in gaining professional advocates and limited access to the social system of the top level hierarchy. The invovlement of Superintendents and Boards of Education in programs such as the STP, permits visibility for minorities who demonstrate skills and commitment. It becomes very clear that among the administrators selected for participation in the STP are persons with leadership skills which qualify them for a wide range of positions; access need not be limited to such positions, for example, as "Special Assistant to," "Equal Opportunities Director," or "Title IX Coordinator."

One obstacle of the upward mobility of minority-group school administrators has been removed. There is a cadre of persons with training and experience at the top echelon of school systems. It is necessary

to continue the vigilance to remove those other obstacles which deny minority access and a reasonable opportunity for success as top level school system leaders.

BIBLIOGRAPHY

Books

Argis, Chris. Inreasing Leadership Effectiveness. New York: John Wiley and Sons, 1976.

Brubaker, Dale L. and Nelson, Poland H., Jr. Creative Survival in Educational Bureaucracies. Berkeley, California: McCutchan Publishing Corporation, 1974.

Callahan, Raymond. The Superintendent of Schools: A Historical Analysis. Washington, D.C.: Office Education, 1966.

Cuban, Larry. The Urban School Superintendency: A Century and a Half of Change. Bloomington, Indiana: The Phi Delta Kappan Educational Foundation, 1976.

Cuban, Larry. Urban School Chiefs Under Fire. Chicago: The University of Chicago Press, 1976.

Ford, David L., Jr., ed. Readings in Minority-Group Relations. La Jolla, California: University Associates, Inc., 1976.

Fox, David. The Research Process in Education. New York: Rinehart and Winston, Inc., 1969.

Green, Robert L. The Urban Challenge: Poverty and Race. Chicago: Follett Publishing Company, 1977.

Heller, Melvin, P. Preparing Educational Leaders: New Challenges and New Perspectives. Bloomington, Indiana: The Phi Delta Kappan Educational Foundation, 1974.

Hopkins, Charles D. Educational Research: A Structure for Inquiry. Columbus, Ohio: Charles E. Merrill Company, 1976.

Jones, Ralph H. Methods and Techniques of Educational Research. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1973.

Kauss, Theodore. Leaders Live With Crisis. Bloomington, Indiana: The Phi Delta Kappan Educational Foundation, 1974.

Klecka, William R.; Nie, Norman H.; and Hull, C. Hadlai. SPSS Primer. New York: McGraw-Hill, Inc., 1975

Mann, Dale. The Politics of Administrative Representation. Lexington, Massachusetts: D.C. Heath and Company.

Sedlacek, William E. and Brooks, Glenwood C. Racism in American Education: A Model for Change. Chicago: Nelson-Hall, Inc., 1976.

Stout, Robert T. New Approaches to Recruitment and Selection of Educational Administrators. Danville, Illinois: Interstate Printers and Publishers, Inc., 1973.

The CBS News Almanac. Maplewood, New Jersey: Hammond Almanac, Inc., 1977.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. Fourth edition. Chicago: The University of Chicago Press, 1973.

Watson, Bernard C. In Spite of the System: The Individual and Educational Reform. Cambridge, Massachusetts: Ballinger Publishing Company, 1974.

Weber, Clarence A. What People Ought to Know About School Administration. Danville, Illinois: The Interstate Printers and Publications, Inc., 1971.

Journals

_____. "Big-City School Posts: Can Anyone Hold the Job." Education U.S.A. 17 (July 21, 1975):259.

Colquit, Jessie L. "The Increase of Black Administrators in Metropolitan School Systems." National Association of Secondary School Principals Bulletin (October 1975).

Dreyfuss, Joel. "The New Racism." Black Enterprise 8 (January 14, 19):41-54.

Fowler, Charles W. "How to Let (and Help) Your Superintendent be a Superintendent." American School Board Journal (September 1975):19-22.

Jones, Philip G. "The Search for the Vanishing Superintendent." American School Board Journal (September 1975:23-49.

March, Joseph. "The Urban Superintendency as Viewed by a Survivor." A Guidelines Reprint. Phi Delta Kappan, 1976.

_____. "Opinion Poll: No Widespread Search for Black Teachers, Officials." Nations Schools 85 (May 1970): 45.

Passory, A. Harry. "Urban Education: The New Challenge." Educational Research 6 (October 1977):5-10.

Ramsey, Margaret A. and Lutz, Frank W. "The Internship in School Administration: A Review of its History and a Conceptualization for the Future." Planning and Changing 6 (Fall 1975-Winter 1976):135-143.

Scott, Hugh J. "The Urban Superintendency on the Brink." A Guidelines Reprint. Phi Delta Kappan, 1976.

_____. "Superintendents." American School Board Journal 163 (August 1976):23-25.

Townsel, Charles W. "The Urban School Superintendency: A Black Perspective." The Journal of Negro Education 44 (Winter 1975):428-431.

Ubben, Gerald C. and Hughes, Larry W. "Preparation Programs for Top Level Negro Public School Administrators--A New Perspective." The Journal of Negro Education 38 (Spring 1969):169-172.

West, Earle H. "Editorial Comment: Education in the Black Cities." The Journal of Negro Education 42 (Summer 1973):231-232.

Wilson, Don. "Attitudes of Black Administrators in Los Angeles." **Integrateducation** (July-August 1975).

Zivin, Reni-Zoe and Redden, Martha. "The Residential Administrative Internship." Planning and Changing 6 (Fall 1975-Winter 1976):157-164.

Reports

Briggs, Paul W. New Look at Urban Education. Address to AASA Bicentennial Convention. Atlantic City, New Jersey, 1975.

Council of the Great City Schools. Superintendents in Cities of over 300,000 Population. Washington, D.C., 1978. (Mimeographed.)

_____. Evaluating Administrative Performance. Arlington, Virginia: Educational Service, Inc., 1974.

_____. Guidelines for the Superintendent's Contract. Washington: The American Association of School Administrators.

Knezevich, Stephens J., ed. The American School Superintendency: An AASA Research Study. Washington: American Association of School Administrators, 1971.

Lewis, James R. Opportunities for Ethnic Minorities in Public School Administration: The National Perspective. Paper presented at the National Alliance of Black School Educators: Commission of Superintendents Conference/ Workshop, Atlanta, Georgia, 10-11 July 1973.

Marr, June. Survey of Women Superintendents. Stanford University, January 1974.

Radcliffe, Shirley A. The Condition of Education. 1977 Edition. Washington, D.C.: U.S. Government Printing Office, 1978.

Report of the National Advisory Commission on Civil Disorders. Introduction by Tom Wicker. New York: Bantam Books, Inc., 1968.

_____. School Superintendent's Guideline-Principles and Practices in Effective Administration. West Nyack, New York: Parker Publishing Company, Inc., 1966.

_____. Selecting a School Superintendent. Washington: National School Boards Association and American Association of School Administrators, 1968.

The Recruitment Leadership and Training Institute. Minorities in Policy-Making Positions in Public Education. By Eunice A. Clark, Director. Philadelphia, Pa.: Temple University, 1974.

The Rockefeller Foundation. Fellowship Programs: Preparing Minority-Group Members for Educational Leadership. New York, 1977. (Working Papers.)

The Rockefeller Foundation Program for Training Minority-Group School Administrators at the Superintendent Level. A Program Announcement. New York: The Rockefeller Foundation, December 1973.

The Rockefeller Foundation Superintendent Training Program-Rockefeller Foundation Fellows: A Report of the RF Equal Opportunity Program. New York: The Rockefeller Foundation, 1974.

The Rockefeller Foundation. The President's Review and Annual Report. New York: The Rockefeller Foundation, 1975.

Dissertations

Hough, Wendell M., Jr. "Documentary Study of Research in the Criteria of Educational Administrative Success." Ed.D. dissertation, Wayne State University, 1960.

Moody, Charles D., Jr. "Black Superintendents in Public School Districts: Trends and Conditions." Ph.D. dissertation, Northwestern University, 1971.

Simonds, John W. "An Evaluation of the Educational Administrative Internship Program at the Livonia, Michigan Public Schools." Ed.D. dissertation, Wayne State University, 1964.